DOCUMENT RESUME

ED 214 806 SO 013 649

AUTHOR Pellet, Elizabeth A.; And Others
TITLE Why In the World: A Teacher's Handbook.
INSTITUTION Satellite Education Services, Inc., Los Angeles, CA.
SPONS AGENCY General Motors Corp., Detroit, Mich.
PUB DATE 81
NOTE 27p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Class Activities; Critical Thinking; *Current Events; *Educational Television; English Instruction; Interdisciplinary Approach; Mathematics Instruction; News Media; Program Descriptions; Science Instruction; Secondary Education; Social Studies; Teaching Guides

ABSTRACT

This handbook will help secondary teachers in all subject areas use the "Why in the World" television series to teach current events. The handbook presents the origin of and rationale for the series, describes the programs, suggests general class activities that teachers can use with all the programs in the series, discusses additional resources and in-school scheduling, and contains a student listening/viewing guide. This series is Walter Cronkite's long-held dream of using television to bring news events interpreted by some of the nation's outstanding minds to high school students. In each program a news story of the day will be presented and discussed by an expert or authority on the topic. The topic will be addressed from the perspective of one of the main subject areas studied in secondary schools. For example, a presentation based on the "Encounter with Saturn" report from the Jet Propulsion Laboratory could be viewed by students in mathematics courses. One major idea explored in the presentation might be the calculation of trajectories and occultations. Or students in the social studies courses might view a presentation on the oil embargo in which the ideas of supply and demand, power, and future projections are discussed. This presentation of 15-20 minutes will conclude with a question and answer session with the students in the studio. Finally, at the end of the formal presentation, viewers will be provided with a list of inexpensively obtained reading and nonprint materials. Teachers are encouraged to videotape the series for more convenient time scheduling. (Author/RM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

WHY IN THE WORLD

A TEACHER'S HANDBOOK

ED214806

OCT 26 1981

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Barbara Barnes-Vyden

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

SP 013649

KCET/ Los Angeles/Satellite Education Services, Inc.

WHY IN THE WORLD is a co-production of Satellite Education Services, Inc. (SES) and KCET, Community Television of Southern California. Personnel involved in the development and production of the series include:

SATELLITE EDUCATION SERVICES, INC.
Walter Cronkite, *Chairman of the Board*
Bob Klein, *President*
Sig Mickelson, *Vice President and General Manager*
Barbara Barnes-Vyden, *Secretary and Treasurer*

KCET, COMMUNITY TELEVISION OF SOUTHERN CALIFORNIA
David Crippens, *Vice President/Station Manager and Project Executive, WHY IN THE WORLD*
Eleanor English, *Associate Director, Educational Services and Project Director, WHY IN THE WORLD*

WHY IN THE WORLD
Joseph Benti, *Executive Producer*
Barbara Barnes-Vyden, *Producer*
Dr. Elinor Richardson, *Director of Educational Services*
Robert Allan Curtis, *Director*
Caroline Greenwood, *Talent Coordinator*
Mary Ann Thyken, *Researcher*
Janine Toms, *Production Secretary*

WHY IN THE WORLD has been made possible by a grant from General Motors.

©1981 KCET / Satellite Education Services, Inc.
This manual, or any parts, may be reproduced for educational purposes.

Inquiries may be addressed to WHY IN THE WORLD
c/o KCET, 4401 Sunset Boulevard, Los Angeles, California 90027, (213) 667-9392, 667-9393

WHY IN THE WORLD

A TEACHER'S HANDBOOK

CONTENTS

Origin of the Series 1

Rationale for the Series 3

Description of Programs 7

Purposes 8

Student Outcomes 9

Using the Series 11

Before the Program 11

During the Program 13

After the Program 14

Resources 18

In-School Scheduling 19

Student Listening/Viewing Guide . . 21

KCET, Los Angeles/Satellite Education Services, Inc.

TO THE TEACHER:

Since the nature of WHY IN THE WORLD programs and the time element involved make it impossible to provide information about each program, this handbook has been prepared to assist teachers in making most effective use of the programs. The handbook is intended to be as comprehensive as possible. Many teachers will need only to scan it for general information; others will find much of it useful for their specific needs. Overall, we have tried to touch on all aspects of the series and how it may be most successfully used in the classroom situation.
WHY IN THE WORLD is designed to yield significant educational outcomes for students regardless of how and where the programs are viewed.

Students, school personnel, parents and the general community are encouraged to send their comments and suggestions and descriptions of their experiences with the series to the staff of WHY IN THE WORLD, c/o KCET, 4401 Sunset Boulevard, Los Angeles, California, 90027.

WRITERS OF THIS HANDBOOK

Elizabeth A. Pellet

Keiko M. Hentell

Arie R. Korporaal

Ben Strasser

CURRICULUM REVIEW COMMITTEE

Todd Clark	Dr. Patricia Marshall
Shirley Gillette	Brenda McNamara
Robert Harris	Raleigh Philp
Keiko M. Hentell	Dr. Mary Reed
Augie Herrera	Ben Strasser
Arie Korporaal	Steve Toda

Kay Woudenberg

ORIGIN OF THE SERIES

WHY IN THE WORLD is the realization of Walter Cronkite's long-held dream of using television to bring news events interpreted by some of the nation's outstanding minds to high school students. The series is designed to provide what Cronkite calls "the connective tissue,...the link between current events and the basic high school studies," so that students can be helped to understand why things happen the way they do.

As keynote speaker at the annual conference of the National Association of Secondary School Principals in February, 1980, Walter Cronkite stated:

> In an era of incredible technology and enormous opportunity we are not designing or delivering a relevant current events system to our children. We in the media are providing news and information. You in education are providing knowledge. Neither of us is consistently helping to pass on an understanding...In order to fill the gap between the news and the educational curriculum we need a vehicle to intermesh current events with the other disciplines so that they become experience. I can think of no subject that can't be taught with constant references to current events, that day's events.

Mr. Cronkite went on to say:

> It's been a dream of mine that one day technology would make it possible for us to beam live into the schoolrooms of America the greatest teachers of America...What I envisioned in one total concept was the capability of, first, involving the youth of America in the world around them, and second, directing them deeper into their classroom subjects by the establishment of relevancy, showing them that the day's news is directly reflected and is there in that history lesson. And third, perhaps, inspiring to even greater efforts the teachers themselves.

Funding from General Motors Corporation has made it possible for KCET Community Television of Southern California and Satellite Education Services to co-produce and broadcast the WHY IN THE WORLD television series for high school students.

Telecast over the Public Broadcasting Service (PBS), the series is intended to demonstrate that information and concepts learned in school are useful in helping students understand current news events and that what they study is relevant to the world in which they live.

RATIONALE FOR THE SERIES

WHY IN THE WORLD breaks new ground in secondary curriculum by providing students with a weekly in-depth analysis of a contemporary news event linked to major ideas studied in school. Programs build upon the immediacy and interest of news events as they break but go far beyond the capsule versions of nightly news available on most evening broadcasts. All areas of study -- vocational, technical, aesthetic, social, scientific -- will be drawn upon as contemporary events shift the citizen's attention from genetic engineering, to the potential for oil from shale, to a med-fly invasion, to the sub-Saharan drought, to mankind's future in outer and inner space.

Focus: why

The great question WHY? will focus the series. The series is designed to probe immediate events for their underlying significance, to examine their impact on young adults of today, to encourage young people to look beyond headlines for causes, effects, and consequences. Each week, the WHY question will be addressed from the perspective of one of the main subject areas studied in secondary schools.

For example:

News Event	Subject	Questions	Major Idea(s)
The death of John Steinbeck is reported and his major works are noted including The Grapes of Wrath.	Literature	Why do some stories and characters in novels seem to be so much like my life?	Character--How did stress and hard times enable some people to develop courage and fortitude and others to disintegrate? Mood--How did Steinbeck use descriptions of nature to evoke mood? Migration and the implications of poverty and family dislocation
Encounter with Saturn report from the Jet Propulsion Laboratory	Mathematics	Why is mathematics called "the language of the universe?"	Universe and Cosmos Calculation of trajectories and occulations
Oil Embargo	Social Studies	Why are world interdependencies increasing and how may this affect my life in the future?	Supply and Demand Resources Power as an economic, social and political ideas Future Projections

Focus: futures

To focus more attention on the future and to orient the curriculum to a rapidly shrinking and changing world is a major goal concern of lay people and professionals when they think about education in the 80's.

Raymond F. Reisler, senior staff member, President's Commission for a National Agenda for the Eighties, wrote in the February, 1980 issue of the Phi Delta Kappan:

> The structure and the operation of public schools have changed very little in response to the altered needs of students. Schools have often avoided the necessary matching of the school curriculum with current and future needs.

Educators agree that students need to expand their horizons and to understand the importance of global outlook. This new movement in secondary education, variously titled "global education" or "global perspectives," is discussed by James Becker in the November, 1980 issue of the National Association of Secondary School Principals Bulletin. He stated:

> Our growing dependence on the rest of the world and the increasing importance of transnational interactions on human affairs has made more acute the need for sophisticated knowledge about global processes and issues, the unity and diversity of cultures, nations and peoples, and threats to human survival.

Focus: critical thinking

Particularly crucial is the availability of critical thinking experiences for America's high school youth. Since news is history in the making, the high school curriculum should provide rich and varied opportunities for students to see themselves as active participants in a contemporary world, through analysis of current issues and the exploration of possible solutions and consequences. They can do this only if they have the opportunity to become fully informed. The high school student of today is living in an exciting and changing world about which he or she builds evolving concepts and generalizations. In the global village that is our world today,

citizens of a democracy who are to act responsibly as citizens and voters deserve more than 90-second summaries of the vital issues of the day. They deserve background information, analysis of cause-effect relationships, and opportunities to think along with the expert analysts as the issue is unfolded in its complexity. The need is great, whether the topic is international terrorism, nuclear weapons, genetic experiments or urban crime.

DESCRIPTION OF PROGRAMS

Each program in the series opens with a segment designed to gain audience attention and to underscore visually the general content. The selected news story chosen for that day then serves as the actual beginning of the content portion of the broadcast. The presentor, called a "guide" for this series, is introduced along with a general recitation of his or her credentials. So that the students in the broadcast studio and those in the classroom have a clear understanding of where the presentation will be going, the guide spells out his or her objectives. The guide's presentation of 15-20 minutes concludes with a question and answer session with the students in the studio. This final phase should allow these students to act as surrogates for those watching in classrooms, also providing a device for the guide to clarify any confusion and to sum up the major points of his or her presentation.

Finally, at the end of the formal presentation, viewers will be provided with a list of easily and inexpensively obtained reading materials, films and other resources to provide additional information and background on the subject covered. Credits and other miscellaneous information will conclude each broadcast.

The producers recognize that not all classes will have the benefit of viewing the broadcast as it comes over the air. In these instances the producers encourage teachers and audiovisual directors to make a video cassette tape recording of the telecast for more convenient time

scheduling. Video cassettes make it possible for the teacher to preview the programs and to design specific preparation and follow-up activities; they also allow the teacher to be selective in the use of telecasts most relevant to the subject.

Purposes

Program purposes are multiple and are drawn from the list below. Each program focuses on the two major purposes that seek to address the question, WHY? A list of additional purposes is provided for selection as appropriate to the major news event being explored.

Major Purposes:

The programs will:

1. Focus on a major concept or generalization from the subjects taught in the secondary schools and demonstrate that such ideas are useful tools for building understanding and/or explanations for contemporary events.

2. Present background information and analysis relevant to a news event that explains or illuminates major ideas.

Additional Purposes:

The programs will:

1. Provide a model for a way in which information and major ideas (concepts, generalizations, theories, etc.) can be used to explain or interpret a news event in a secondary classroom.

2. Provide students with an opportunity for critical viewing, listening and analysis of television news programs.

3. Provide alternative interpretations of a news program.

4. Illustrate the limits of explanations and interpretations when information (data) is ambiguous or insufficient.

5. Demonstrate the importance of knowing when to withhold judgment.

6. Demonstrate how different individuals or groups have different perceptions about and/or explanations for a news event growing out of different information, concepts, or values.

7. Illustrate that an individual's perception about and/or explanation of a news event may change because of new information, new concepts or generalizations, or a new reassessment of personal/social values.

8. Stimulate students to follow up the program with individual and small group learning experience in order to enrich and extend the information, concepts, generalizations, or explanations provided.

9. Stimulate teachers and students to extend their understanding of resources available in the secondary schools and elsewhere for further study of major ideas.

Student Outcomes

Recognizing that many teachers and students will view the program without specific preparation and often without follow-up activities, the student outcomes are organized in two groups: Principal Student Outcomes are those which all students will attain whether or not preparation or follow-up activities are provided; Additional Student Outcomes are those which may be attained through individual or class follow-up activities.

Principal Student Outcomes

The student will:

1. Recall the news event upon which the program is based.

2. Identify the main points made by the presentor and the major idea (concept) used as the focus of the program.

3. Recall the explanation(s) for or the perceptions about the news event provided by the presentor.

4. Explain how information, concepts, and values presented enable the presentor to develop the major idea.

5. Relate the news event or information provided on the program to the classroom subject and to other school studies.

6. Voluntarily seek additional information about the news event.

Additional Student Outcomes

The student will:

1. Analyze concepts, information, and/or explanations presented using newly taught skills of critical listening and viewing in order to make critical judgments about a program.

2. Apply concepts and/or information utilized in the program to other similar news events to test their usefulness as tools for understanding a new situation.

3. Analyze editorial judgments made in the presentation for validity, accuracy, and sufficiency of information.

4. Use methods and skills of analysis to develop an explanation or perception about a news event similar to the event presented on the program.

5. Generate a list of information needed to more fully understand another similar news event.

6. Explain how additional information, the application of new major ideas, or a reassessment of personal/specific values may alter one's judgment about a news event.

7. Explain why people may have different explanations for the same news event.

USING THE SERIES

Teachers who have video tape equipment at school or at home will be able to see the programs in class at their convenience and provide specific preparation or follow-up activities.

Before the Program

Even when a teacher does not know in advance the specific content of a program, there can be pre-planning as suggested in "Introductory Activities."

"Program Specific Activities" become possible when there is sufficient lead-time before the program is used in the classroom.

Introductory Activities

1. Use the materials in this handbook on "Origin of the Series" and "Description of the Programs" to inform students as to the program history, purposes, expected outcomes and focusing ideas.

2. Have students make a bulletin board from newspaper releases or other materials about WHY IN THE WORLD.

3. Ask students to make a list of WHY questions which they would like to see such a series address. Have them send a copy to their local broadcast outlet and/or to WHY IN THE WORLD, c/o KCET, 4401 Sunset Boulevard, Los Angeles, California 90027.

4. Have students write a press release for WHY IN THE WORLD for publication in the school newspaper.

5. Have students write a letter to their parents or other adults with whom they live informing them of the series.

6. Review with students the need for active viewing-listening during a program. Share with them a listening guide which can be used with any program. A guide which can be reproduced for use with students is included as

the last page in this publication. Dry-run the use of the listening guide during a classroom lecture. Treat the lecture as though it is a program in WHY IN THE WORLD. If desired, design the lecture on the same format as the program description in this handbook. In this way students will be prepared for the transition from the guide-presentor to the guide's interaction with students in the concluding part of the program.

7. Have students invite a local journalist to class to discuss how he or she determines what is "news." Students should formulate questions in advance and share them with their invited guest. Questions might include: How are the decisions made as to what to include or exclude in a story? What are the most difficult decisions that a journalist has to face in "covering the news?"

8. Ask students to take on special assignments to help with later discussion and activities. For example,

   -- make a tape of the program to use as classroom data source;

   -- listen and view for ways in which history may have moved ahead even during the brief time between the taping and viewing of the program;

   -- use the student listening-viewing guide in this handbook to capture the names of people, places, new words, and resource materials for follow-up study;

   -- listen and view for program strengths and weaknesses from the vantage point of the class subject matter in order to communicate these to the staff of WHY IN THE WORLD.

Program Specific Activities

1. Inform the students of the topic and the guide-presentor and

   -- invite the students to share what they know about the topic and questions they might have;

   -- if appropriate, locate event on a map and/or globe.

2. Rework the Student Listening-Viewing Guide included in this handbook to be content specific and have students use it during the viewing.

3. Review Introductory Activities and have students create bulletin boards, questions, news releases, letters, etc. which are content specific to the program to be viewed.

4. With previewing and sufficient lead-time, introduce and discuss new vocabulary with students.

5. Divide the class into a number of groups for continuing assessment of the impact of change on how people live. Such committees might be:

   Impact on Life-Style- Now
   Impact on Life-Style- Future

   Impact on Environment- Now
   Impact on Environment- Future

   Impact on Government- Now
   Impact on Government- Future

   Impact on Private Sector- Now
   Impact on Private Sector- Future

   (As a follow-up activity, from time to time hold a class discussion on "How does life seem to changing on the planet (in the cosmos) now and for the future?" "What are the main tasks we will need to address in our lifetimes?")

During the Program

A number of procedures will help students become better listener-viewers.

1. Prepare students to be active viewer-listeners by

   -- preparing students for the program through using Introductory Activities;

   -- having students use the Student Listening-Viewing Guide during the program. Encourage students to take brief notes and complete more adequate responses from the notes after the broadcast;

   -- reminding students that the visual content of the program is as rigorously selected as the spoken language and should be actively attended to and details recalled.

2. Model being active viewer-listener. Use the viewing-listening guide included in this publication just as students have been instructed to do.

After the Program

A variety of activities can be used to explore aspects of the program.

1. Develop a pattern of debriefing which moves from recall to critiquing.

   a. Recall specific visual and auditory material presented.

   b. Recall major idea (concept or generalization) used to unlock understanding of the news event -- for example, "supply and demand" as the idea used to analyze the oil cartel's pricing structure.

   c. Explore the need for additional information as a means to explore other possible interpretations of the data to more fully understand the news event presented. Set up group work, independent study, etc. to secure the information needed.

   d. Extend understandings from this program to other contemporary events, for example:

      -- Are there other situations in the world where the concept, idea, or generalization used on the telecast (for example, supply and demand) can help us better understand or explain what is happening?

      -- Are there events in our lives where this idea can help us better understand and/or explain what is happening (for example, allowances, buying a new car)?

      -- Are there any other places in school where the major idea can aid understanding? (How has tax reduction under such initiatives as Proposition 13 in California affected athletics, shop equipment, new teachers?)

      -- Are there any situations in the community which can be better understood and/or explained by applying this major idea? (If energy costs go up, what happens to demand? What consequences does this have for life style?)

   e. Apply skills of critical thinking to program content by critiquing the quality of the program. Remember that the content of the telecast is both auditory and visual; editorializing and interpretation by the media can be done by the selection of the visual image as well as words. Any explanations provided (answers to WHY questions) are a step beyond the data. It is up to the viewer to carefully evaluate a presentation for editorializing and to determine

if any explanations provided "fit" with the data.

By reviewing the data and explanations provided, it may be possible for the students to draw some inferences about the value orientation of the presentor. Values are often unspoken but frequently determine the selection of data presented from all the data available.

As the students probe the qualitative aspects of the program, they may find that they will need to endure ambiguity (lack of clarity in data) and learn to withhold personal/social judgment until more information is available.

2. Use group-work. After a program has been viewed and main points discussed by the entire class, divide the class into groups of, for example, six students. Each group may be given a task. A group spokesperson will then report the findings of the group. The group work need not take more than about 15 minutes. Some tasks a group might undertake are these:

   -- List other aspects of the news event viewed on the program.

   -- List as many other contemporary events that you can think of that this program might have helped you to understand. Tell why.

   -- List all the information or concepts you learned in this class or in other classes that helped you to understand the speaker's presentation better. Tell how.

   -- List as many reasons as you can that tell why it is important for students to know what was presented.

   -- List as many reasons as you can as to why different people have different perceptions or explanations of the same event.

   -- List value judgments about the program itself to be used as a starting point for the class to use in making a critical analysis of the program.

   - Make a list of all the information you gained from this program.

3. Use such activities as the following for independent study:

-- Write a script for a program of WHY IN THE WORLD, analyzing in depth one aspect of a current news event.

-- Research and write a report on a different aspect of the news event on the program you viewed.

-- Pick another news event and interview a person knowledgeable about an aspect of the event. Write a report using a Question-Answer format.

-- Select a news event for which there are controversial data or explanations. Take sides on the issues involved. Write an editorial that attempts to persuade others to your point of view.

-- Relate a work of fiction to a specific event. Write a report that tells how fiction can dramatize everyday occurrences.

-- Write a narrative which describes ways in which a current event affected one person involved in the event.

-- Using the major idea, concept, or generalization presented in the program viewed, write a report applying the idea to another similar event.

-- Write a critique of the program and send it to the local broadcasting outlet for WHY IN THE WORLD.

-- Present an interpretation of the program you viewed using another representational form: writing, speaking, dramatization, graphics, art, photography, etc. Present it for critique by your classmates.

-- Develop a publicity program for your school to encourage more viewers. Use a variety of media: newspaper articles, posters, dramatic skits at assemblies, etc. Your publicity should include a focus on why it is important to know "why" with respect to news events.

-- View and discuss programs with your parents. Write a cooperative analysis of the quality of the program, share it with your classmates, and mail a copy to WHY IN THE WORLD.

-- Develop criteria for selecting or identifying critical issues in the contemporary world, apply to developments and situations, prepare a list of those issues which are most critical, and share

your analyses and findings with your classmates in a written, oral, or mediated report.

4. Use large group follow-up activities, such as:

   -- Simulations can often unlock understanding by enabling students to vicariously "walk in the shoes" of others. Most fields of study in the secondary school have resource groups developing a wide range of simulations. Publications of the professional societies in each of the school subjects will provide leads to such instructional resources. State, county, and local curriculum and instructional personnel can direct one to such resource material.

   -- Debates, forums, and panel discussions for classes and school assemblies.

   -- Town meetings planned for student, parent and community presentation.

   -- Posters, displays, murals and other art media for the visual presentation of ideas provide a rich avenue for sharing ideas.

   -- Articles for school and community newspapers.

   -- Issue programs planned and presented by students for nursing and convalescent homes.

   -- Brochures backgrounding an issue and prepared to share with family and others.

RESOURCES

INDIVIDUALS IN THE COMMUNITY who are knowledgeable about a news event can extend the content of the program and provide additional material for critical analysis. When persons cannot come to school, questions can be developed and an oral interview conducted and taped by students to be used as a data base. Local historical associations can advise on the procedures to be used in oral interviewing as can the school's journalism teachers.

PROFESSIONAL EDUCATIONAL ASSOCIATIONS in each of the subjects in the secondary school have resource materials in the use of contemporary events in instruction. Most professional organizations have proved the teaching of critical or effective thinking in their domain of knowledge.

PROFESSIONAL ASSOCIATIONS OF JOURNALISTS, LAWYERS, and others have prepared materials for school use or have resource personnel who can assist the classroom teacher.

MEDIA PROFESSIONALS in television, radio, and newspapers are rich human resources who can assist students to learn to analyze contemporary events.

WHY IN THE WORLD hopes to provide additional resources for the teacher on the techniques and methods for the study of contemporary events.

IN-SCHOOL SCHEDULING

Recognizing the importance to teachers of scheduling the right material for the right moment in the classroom, the producers of WHY IN THE WORLD are providing off-air recording rights for all programs for as long as needed. This will make it possible for teachers to use WHY IN THE WORLD at times most convenient for them and to re-use programs as often as useful.

Most schools that have video recorder/playback equipment have already developed systems for scheduling recording of programs and use of playback equipment in classrooms. There is usually one person in the school who has been designated as media specialist and who handles this scheduling.

Teachers desiring to use WHY IN THE WORLD will want to contact their media specialist to arrange for the weekly taping of WHY IN THE WORLD and to schedule the video machine to play the program during the class period.

Since teachers will not know the topic of each week's broadcast ahead of time, it is important that the media specialist inform teachers as soon after the program is recorded as possible as to the news event discussed and who the guide for the program is. Each school will devise arrangements for this best suited to its own internal communication system. The information can be posted on a bulletin board, put in the teachers' mail boxes or sent directly to the teachers' classrooms.

Students can also assist in this process by having the responsibility

for recording the programs, obtaining the necessary information from the programs, and assisting with delivering the necessary equipment to the classroom as scheduled.

The WHY IN THE WORLD staff is interested in knowing of the various systems used by schools to schedule recording and playback of programs. Teachers and media specialists are encouraged to send descriptions of what has worked for them to the WHY IN THE WORLD staff. The staff hopes to make a compilation of these descriptions and send them to schools at a later time.

STUDENT LISTENING/VIEWING GUIDE

Answer the following questions while viewing the program. You may not be able to write complete answers until after the program is over, but jot down some notes so that you will remember the answers later.

1. What is the name of the program series?

2. What is the title of the program you are watching today?

3. What is the name of the person making the presentation?

4. Why was this speaker chosen?

5. What is the news event selected for this program?

6. What aspect of the news event is the speaker talking about?

7. What major idea, concept, or generalization has the speaker chosen to help clarify the event?

8. Write down three main points the speaker makes.

   A.

   B.

   C.

9. List three pieces of information that relate to the main points.

   A.

   B.

   C.

10. List some of the new words you heard.

11. Did you think the program worthwhile? Why or why not?

12. Where would you go at school or elsewhere to learn more about the subject of this program?